

## Forest North Elementary 2009-10

### Campus Vision Statement

Empowering Success!

### Campus Mission Statement

Encouraging all students to be responsible, life-long learners in a safe, supportive environment.

**Goal I** Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap

#### **Campus Goals: (Identify and quantify 1-3 campus targets/objectives)**

- **100% of all student groups will maintain or meet state passing standards and the achievement gap will decrease by 50% on common assessments and TAKS tests for Hispanic, African Americans and Economically Disadvantaged**
- **65% of all student groups will achieve commended performance on the math and science TAKS test and common assessments, with minimum growth of 50% for all student groups not meeting the 65% commended.**

#### **2009-2010 Strategies**

Select 1-3 strategies/principle(s) from “Failure is Not an Option” on which your work will be based to improve student performance in math and science. The six principles for excellent schools are:

- Develop common mission, vision, values & goals
- Ensure achievement for all students; creating systems for prevention & intervention
- Create/support collaborative teaming focused on teaching & learning
- Use data to guide decision making and continuous improvement
- Gain active engagement from family and community
- Build sustaining leadership capacity

#### **Action Steps:**

- **Continue to develop and refine common assessments for units**
- **Campus staff will participate in the RRISD Data Dig**
- **Continue to utilize horizontal and vertical team meetings to monitor student progress and problem solve solutions and interventions for students in need**
- **Provide appropriate, research – based interventions for students in need as needed at various times ie: instructional time, SOAR, before/after school, and recess**
- **Analyze student work vertically K-5 and discuss student expectations, academic rigor, and continuity of instructional methods at each grade level during early release professional development days**
- **Vertical teams will conduct classroom walk-throughs which focus on core curriculum with constructive dialogue**
- **Utilize embedded professional development model through collaborative teachers and district instructional coaches to provide instructional support & constructive feedback to help increase academic rigor**

- Increase parent involvement through the implementation of 2 Family Nights (Literacy, Math & Science) and 6 educational seminars (Funded with TEA ICF Cycle 18 Grant)
- Analyze Summer Enrichment program data and redesign based on results. Seek funding to support program in summer of 2010 (Funding of Summer 2009 provided by TEA ICF Cycle 18 Grant)

**Performance Measures:** TAKS, AYP, College Readiness scale scores, course grades

- 2010 TAKS passing and commended rates
- AYP Results
- RPTE Results
- State Accountability Rating
- District Benchmark Performance

**Goal II** Increase the percentage of minority/underrepresented students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra I (middle school) courses.

**Campus Goal:** (Identify and quantify 1-3 campus targets)

- Minority and economically disadvantaged student groups will increase their commended results by 20% on the math & science TAKS tests.
- Increase the percentage of economically disadvantaged and minority students referred for TAG testing

**2009-2010 Strategies:**

Select 1-3 strategies from the six principles to help decrease student performance gaps

- Develop common mission, vision, values & goals
- Ensure achievement for all students; creating systems for prevention & intervention
- Create/support collaborative teaming focused on teaching & learning
- Use data to guide decision making and continuous improvement
- Gain active engagement from family and community
- Build sustaining leadership capacity

**Action Steps:**

- Work with teachers and parents to increase percentage of economically disadvantaged and minority students referred for TAG assessments.
- Implement data folders for each student and provide collaborative sharing time of processes for staff

- Utilize the guidance counselor, campus interventionists and parents through collaboration with teachers and students to close the instructional gaps with the building of relationships
- Study and implement NCTM's Navigation Series in PK-5
- Include under-represented (non-identified) students in enrichment groups with the TAG teacher and TAG identified students

**Performance Measures: TAKS, # of AA & Hisp. in advanced classes, AYP, attendance, etc.**

- 2010 TAKS passing and commended rates
- AYP Results
- RPTE Results
- State Accountability Rating
- District Benchmark Performance
- TAG Referrals

### **Goal III**

**Increase the graduation rate for economically disadvantaged, African American, and Hispanic students**

**Campus Goal: (Identify and quantify 1-3 campus targets)**

- 100% of students in grades 3-5 will meet or exceed state passing standards on TAKS
- 100% of students in grades K-5 will meet or exceed district promotion standards

**2009-2010 Strategies:**

Select 1-3 strategies from the six principles to help reach exemplary status

- Develop common mission, vision, values & goals
- Ensure achievement for all students; creating systems for prevention & intervention
- Create/support collaborative teaming focused on teaching & learning
- Use data to guide decision making and continuous improvement
- Gain active engagement from family and community
- Build sustaining leadership capacity

**Action Steps:**

- Teachers will communicate student progress through mid-cycle progress reports to parents
- Provide time for teachers to collaborate on progress monitoring documentation and systems
- BITS & HOPE students will share the importance of high school with students
- Increase parent and student awareness on the impact of excessive tardies and absences on the student's academic performance

**Performance Measures: TAKS, completion rate, dropout rate, attendance rate, college readiness, etc.**

- 2010 TAKS passing and commended rates
- AYP Results
- RPTE Results
- Sate Accountability Rating
- District Benchmark Performance

**Goal IV Fully implement the diversity training plan**

**Campus Goal: (Identify and quantify 1-3 campus targets)**

- Continue to identify and build leadership skills in all students
- Provide Family Nights to help build relationships between students, parents and the school community

**2009-2010 Strategies:**

Select 1-3 strategies from the six principles to help reach exemplary status

- Develop common mission, vision, values & goals
- Ensure achievement for all students; creating systems for prevention & intervention
- Create/support collaborative teaming focused on teaching & learning
- Use data to guide decision making and continuous improvement
- Gain active engagement from family and community
- Build sustaining leadership capacity

**Action Steps:**

- Provide time for Capturing Kids' Hearts (CKH) best practice sharing (Non-verbal signals, Social contracts, Good Things, 4 Questions, Morning Greeting, Launch)
- Continue to differentiate instruction based on student need
- Send Student Council officers and sponsors to leadership training
- Campus trainers will guide the staff through the RRISD Diversity Training
- Implement PBIS on the campus (Campus-wide expectations, SMART Feathers, Eagle Pride)
- Work with ECS 13 PBIS coach to fully implement PBIS
- Begin after school Robotics club for students in grades 3-5
- Invite targeted students (based on at-risk factors) to participate in extracurricular activities

**Performance Measures: TAKS, SAT, ACT, #of Dual Credits; #AP/IB credits, college readiness scale scores, etc.**

- 2010 TAKS passing and commended rates

- **AYP Results**
- **RPTE Results**
- **Sate Accountability Rating**
- **District Benchmark Performance**

## **Learner Centered Academic Pledge**

**Employees and stakeholders in the Round Rock Independent School District believe that every student must acquire the knowledge and skills defined in the Aligned Round Rock Curriculum. We are committed to ensuring that all young people of different socio-economic status, race, ethnicity, gender, or disability succeed academically. It is our purpose to educate all students to high levels of learning to ensure college and career readiness, while fostering positive growth in social and emotional behaviors and attitudes. The entire RRISD staff pledges itself to these student outcomes.**